



Utah Comprehensive Counseling and Guidance Guidance Activities Results Report (Large Group) 2007-2008

School: Bountiful High School

Target Group: All sophomores

Target Group selection is based upon: Survey results taken from students, parents, and faculty

ABSTRACT

Last year during our junior SEOP's we had all parents who attended the SEOP conference, the faculty, and over 100 junior students fill out a survey asking district generated questions concerning Comprehensive Guidance and how they felt they were being served by the counselors. This survey was later used in our review in December, but it also gave us feedback that allowed us to look at areas where the survey participants thought we could improve. Several of the areas where there was a lower level of satisfaction was in the areas of choosing classes particularly in the CTE areas that would help with skills that could be used for future success in a job or a profession. Our CTE director decided to increase awareness of CTE options and their relationship to future job skills and professional success by giving these students help in making some of these class choices by giving actual tours of the CTE areas during the Career Unit in Dr. Education classes. Every student was allowed to visit every CTE class and listen to the instructor explain what the class taught and which job skills it would provide. Various professions were mentioned and discussed in each CTE area. We noticed during spring registration that the students were more aware of what would be learned in these classes and the advantages of each class for future professional pursuits. Total numbers increased for some of the classes that previously had not had large enrollment numbers.

PROJECT DESCRIPTION

Introduction

- Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
 - Competency B:1.0 Acquire Career Information
 - C:B1.1 apply decision-making skills to career planning, course selection and career transition
 - Competency B: 2.0 Identify Career Goals
 - C:B2.4 select course work that is related to career interests

Participants

- Over 400 sophomore students
- All sophomores

Method

- Actual student tours of the CTE areas
- CTE teachers explain their class and the careers that use this particular skill
- Career Unit
- Driver Education classes
- Increased numbers in some of the CTE classes that had lower enrollment.
- Counselors, Curriculum Vice Principle, CTE Director

RESULTS

We saw a definite increase in enrollment in some of the areas that previously had not had strong enrollment numbers. Child Development 93, Interior Design 102, Marketing 73, Entrepreneurship 65, and Multi-media 58 all saw increased enrollment during spring registration.

DISUSSION

As a part of the Career Unit which is taught in the Driver Education classes, we feel the tours of the various CTE areas increases awareness of the class content and the relationship these classes have to future professional pursuits.

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Utah Comprehensive Counseling and Guidance

Closing the Gap Results Report (Small Group) 2007-2008

School: Bountiful High School

Target Group: 44 Hispanic students

Target Group selection is based upon: Attendance and academic records.

ABSTRACT

During the last few years we have been seen an increase in our Hispanic population who most are Spanish speaking. Because of language and social issues, they tend to struggle academically and run in groups that are not always concerned about getting to school or attending class. Out of 54 Hispanic students who began the year, we have lost 10 to alternative education, most of them to the 3-6 program. We felt a need to help them academically first and then work toward targeting the social issues which greatly influence their attendance. We decided the language issue should be tackled first. We petitioned to use Trustland money to purchase Rosetta Stone, a system for teaching English to non-English speaking students. It took a while, but by 4th term we were able to purchase six systems which contain three levels of learning. We put three in the ESL Study Skills room with an instructor and three in the library for students who had an additional study period. Some of the students proved to be fairly knowledgeable, but for others with limited skills, this system was a great way for them to learn English. We will be able to have this system in place for the beginning of next year and begin to work on the social aspects also with the goal of keeping these students in day school with graduation in the future. We will continue to gather data next year and hope to see greater academic success and increased social interaction by our Hispanic population.

PROJECT DESCRIPTION

Introduction

- Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
 - Competency A1 Improve Academic Self-concept
 - Competency A2 Acquire Skills for Improving Learning
 - Competency A3 Achieve School Success
- Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Participants

- 44
- Hispanic Student Population

Method

- Tracking the Hispanic Student Population
- Rosetta Stone/All Counselors/ESL Study Skills Instructor
- 4th Quarter/Continuing into the Next School Year
- Evaluation Methods – Attendance Records, Academic Records, Retention of Students in Day School
- All Counselors will Track their own Hispanic Students
- Rosetta Stone/ESL Study Skills Class

RESULTS

What are the results of the project: As of right now, we have not lost any Hispanic students to alternative education after mid-year. We want to continue with more interventions that address social issues that influence the behavior of this group of students particularly where attendance issues are concerned.

DISUSSION

After a major boundary change within our district, we began to see an increase in our Hispanic population. Many of the students we received spoke little English and several came right out of Spanish speaking countries. Because of the language issue, we noticed that these students gravitated toward other Spanish speaking students. They generally spoke only Spanish to each other which isolated them from the rest of the student body. Often these students were uncomfortable in academic classes where they struggled understanding what they should be learning. This resulted in poor attendance records and a giant tardiness issue. We wanted to address the language issue first, but we know that next year something will need to be done about making them aware of the advantages of education and what it can do for them and their families. We want to continue to work with students by tracking them carefully, and encouraging parents to make sure their children attend school regularly. We hired a new counselor this year who speaks Spanish, and we are hoping this will give us a bit more positive contact with this group.

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Utah Comprehensive Counseling and Guidance

Guidance Activities Results Report (Large Group) 2007-2008

School: Canyon Heights High School

Target Group: 12th grade students)

Target Group selection is based upon: School Improvement goals

ABSTRACT

Canyon Heights is a small alternative high school for young parents and emotionally fragile students. Our rate of free and reduced lunch is 63%. Many of our students do not have opportunities to explore career and education options. We take seniors on field trips to colleges and industries so that they can better explore their options and become aware of the many diverse careers that are available to them. Upon their return they write a paper concerning what they saw and how this particular trip will benefit their life. Many have gone back to the industry and applied for jobs. I have a higher rate of students taking the ACT and applying for college.

PROJECT DESCRIPTION

Introduction (the Why)

- We desire that all students explore career options and feel that hands on participation is the most productive for student learning.

Participants (the Who)

- The entire senior class was expected to participate. (43)
- The target group was our seniors.

Method (the What, When and Where and How)

- The students were given an itinerary prior to departure. Students boarded the buses, were reminded of good manners and that they were to record names and information that would be given them. The people that met us were wonderful to our students. They were knowledgeable and enthusiastic about their fields.
- We used the Career and Technical education Guide to determine which industries to visit.
- We took one trip each month, beginning in September through May.
- The project was facilitated through the English 12 and Careers classes.
- Evaluation Methods –Student feedback on trips. Writing and follow-up searches.
- Counselors went with the seniors and did follow-up in their SEOP.
- Careers curriculum.

RESULTS

Attendance to the field trips was good. Students verbalized that they felt better about going to Weber State University now that they had been on the campus and knew where the Davis Campus was. They were very at home at the Nursing College at the University of Utah. We visited the Deaf and Blind School in Ogden where two students became aware of the services that would be available to their child who was in need of glasses.

DISUSSION

After being exposed to new places and experiences our students have become more open to new ideas and are exploring more options. Their papers show growth in their perspectives and ambitions. We shall continue the field trips and hope to have more teachers on board to implement the program. With some work we can consolidate the trips better to get more into the day.



Utah Comprehensive Counseling and Guidance

Closing the Gap Results Report (Small Group) 2007-2008

School: Canyon Heights High school

Target Group: (Male Students in advisory)

Target Group selection is based upon: (Gender 1/10 ratio)

ABSTRACT

Canyon Heights is a young parents' alternative high school in Davis County. We have also included some emotionally fragile students. Our young men include fathers and other young men. We put them together in an advisory setting to give them time alone from their significant others and let them bond as men and have some time with a male role model. Advisory meets daily for thirty minutes. The young men became a very cohesive group. They were able to look at their lives and choices and make changes. Seventy percent have stayed in school and are working toward graduation.

PROJECT DESCRIPTION

This is the Who, What, Where, When, Why, How section.

Introduction (the Why)

- The desired outcome of putting the boys together in their own advisory group was that they would look at their lives and choices, and recognize their past mistakes.
- The intended behavior would be that the student could make changes in their behaviors.

Participants (the Who)

- The group affected the boys enrolled at Canyon Heights.
- We have had a consistent group of 12 boys

Method (the What, When and Where and How)

- The group met daily for advisory. Our principal (who is a licensed social worker) met with them one day a week.
- Mrs. Nixon was helped by the classroom teacher assigned to the group.
- The project went weekly from Nov. 1st until the end of April.
- We measured the success of the group by graduation rates and the grades achieved by the students. Also by reduction of poor attendance.
- We used our social worker principal and a classroom teacher.
- The curriculum used was "How To BE A Successful Criminal"

We witnessed improved attendance, grades and behaviors. Students who have been at risk of dropping out began attending regularly. Teachers remarked about them being more dedicated to doing their work than they had been the first quarter of school, before the first group started. Two boys dropped out the first quarter, before that group was started. Our rate of retention got better. The boys were able to verbalize and state goals for the future.

Putting the boys together gives them an identity in a predominately girl school. These young men are facing some difficult changes in their lives, some becoming fathers and others just coming out of programs for mentally fragile. They now have some resources to reflect upon when making decisions.

Next year we will group the boys together again. Mrs Nixon would like to change her curriculum she felt that some of the lessons were too personal.

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Utah CCGP – Counseling Activity Results 2007-2008

School: Clearfield High School

Target Group: All CHS Students and Parents

Target Group selection is based upon: (Need to improve communication between the Counseling Department and students and parents)

ABSTRACT

The project is an effort to improve communication of comprehensive guidance information and available services to CHS students and their parents through increased use of the enhanced CHS Counseling Webpage

PROJECT DESCRIPTION

Introduction

- Desired Outcome: Improve communication through upgrading, enhancing, and encouraging the use of the counseling webpage by parents and students in obtaining comprehensive guidance information and services

Participants

- Number of Students Affected: 1,600
- Target Group: All CHS students and parents with access to computers (at home, school, or public library)

Method

- Guidance Activity: Use of CHS Counseling Webpage to communicate Comprehensive Guidance information and available services
- Update and enhance existing CHS Counseling Webpage
- Use advisory periods to inform students of webpage options and webpage access information
- Use mailings and/or automated phone calls to inform parents of webpage options
- Evaluation: Use site meter and number of scholarships applied for and received
- Beginning in September and ending in May

RESULTS

- Advisory periods were used to inform and train students in the use of the CHS Webpage.
- Senior English class monthly counselor visits were used to inform seniors of information on the webpage.
- Multiple mailings and automated phone calls were used to inform parents of available info and services
- The website meter registered 4,893 hits since January 2008 an increase 25% over last year.
- CHS seniors received an increase of 38% more money in academic scholarships over last year.

DISCUSSION

- The CHS counselors feel that our efforts to use the enhanced CHS webpage, Senior English class visits, and multiple information mailings/ automated information phone calls have been effective in increasing the amount of academic scholarships by 25%. When parents get C.G. information, it helps make sure students act upon the information and opportunities provided. Our efforts to achieve the school goal have paid off.

Utah CCGP – Closing the Gap (Small Group) Results 2007-2008

School: Clearfield High School

Target Group: All Sophomore Students

Target Group selection is based upon: (Difficulty in providing individual SEOP conferences to all Sophomores due to increased demand on counselors' time)

ABSTRACT

The project is in response to increased demands on counselor time and the inability to provide individual SEOP conferences for each sophomore. Counselors simply cannot continue to keep up providing all services required of them. This project will endeavor to continue providing each sophomore with Comprehensive Guidance information and services. The sophomore advisories will be used for small group presentations in providing Comprehensive Guidance information, individual graduation summaries, and available services information. Individual SEOP conference appointments will still be provided for all students during their junior year.

PROJECT DESCRIPTION

Introduction

- Desired Outcome: Sophomore students will receive by small group advisory presentations all sophomore specific Comprehensive Guidance curriculum and be given the option of requesting an individual SEOP conference appointment.

Participants

- Number of Students Affected 450 sophomore students
- Target Group: All sophomore students

Method

- Guidance Activity: Small group Comprehensive Guidance curriculum and services presentations will be conducted by counselors in the sophomore advisories.
- Counselors offer and conduct individual SEOP conferences with students and parent(s) as needed or requested
- Advisory teachers refer concerns about students to counselors with counselor follow up
- Evaluation Methods: Counselor appointment log tabulation of advisory teacher referrals, student and teacher surveys in advisories(May), Parent on-line and/or mail-in survey (counselor webpage)
- Curriculum: CHS Comprehensive Guidance Sophomore Information Packets

RESULTS

- 97% of all sophomores attended the counselor CCG curriculum presentations in December and January.
- 12% of parents of sophomores requested and attended an individual SEOP conference.
- 100% of sophomore parents who made appointments attended along with the student.
- Advisory teachers sent students with questions to see the counselors during advisory periods.
- Counselors received an increase of sophomore parent phone calls and e-mails following presentations.

DISCUSSION

- Due to heavy testing load with AP, IB, and CRT testing the first two weeks in May, the counselors were unable to conduct the parent and teacher surveys as planned. However, it was obvious to each counselor that there were more parent calls and student drop in visits after the presentation of C.G. Curriculum in the advisory classes. The best indicator was an increase in teacher involvement as they referred students to the counselor with concerns and questions. In the past teachers were not aware of the C.G. Curriculum and services. Both students and teachers became more aware.



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: *Davis High School*

Target Group: *Entire student body*

Target Group selection is based upon: *Surveys indicating needs of students.*

ABSTRACT

For the past several years Davis High has had a total student population over 2300. Many of these students have reported, through surveys, that they are not attached to the school and that there are no significant adults at the school that make them feel welcome, accepted and or needed. In an effort to help students feel accepted and needed at the school, Davis High has instituted advisories and tutorials to give students a significant adult who cares about them and can help them succeed.

PROJECT DESCRIPTION

Introduction

- Literacy / Numeracy, Collaboration, Thinking & Reasoning, Citizenship
- Improve the overall feeling of the school and help students feel accepted, needed and successful as students.
- To give each student the opportunity to interact with a significant adult at school who cares about them and has interest in their success.

Participants

- Every student at Davis High School, 2457 at the start of the year and 2382 at the end of the year.
- The main target group includes those students who do not feel connected to the school and those who are failing course work and leaving school early.

Method

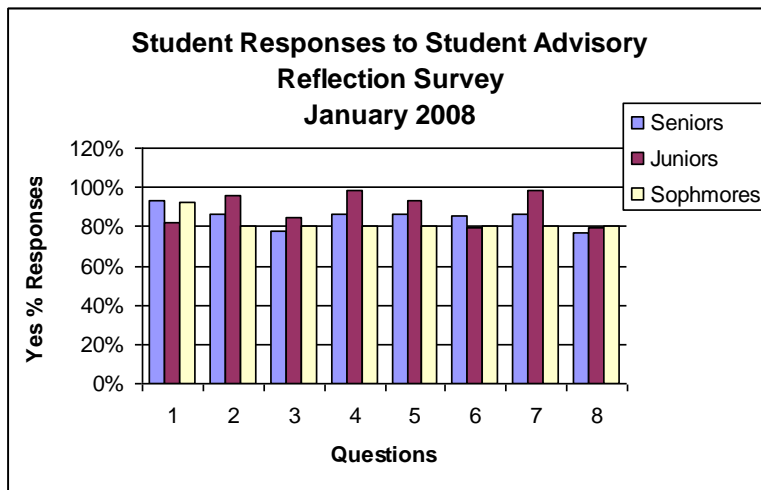
- A committee of 8 teachers and administrators met regularly to develop curriculum and provide teachers with resources to increase their effectiveness conducting advisories.
- Advisories were held every Thursday of the school calendar.
- Surveys were conducted to determine the need and results of advisories. Three different populations were surveyed, students, teachers and administrators and input sought to aid in the future of the programs.

RESULTS

A survey was conducted of all students to determine effectiveness of advisories. Here are the student survey questions.

1. My advisor met with me at least once a month regarding grades and attendance.
2. My advisor gave out midterms and term end grades and went over grades, citizenship and attendance with me.
3. My advisor was willing and available to meet with my parents at parent teacher conferences.
4. My advisor was present during advisory time.
5. I am on time to advisory class.
6. Treats were not provided during advisory.
7. My advisor distributed school information to students (e.g. tutorial trial information, voting ballots, advisory surveys, graduation info, etc.).

8. The activities we participated in enhanced the advisory mission statement as listed above.

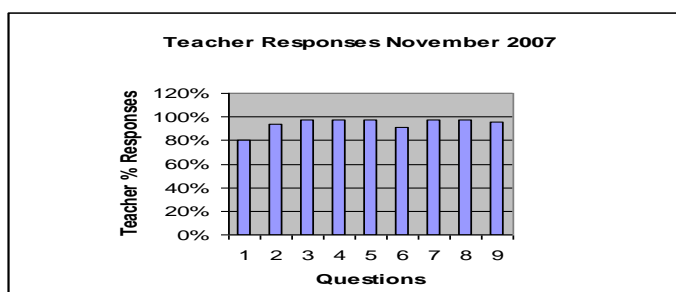


Grades were evaluated comparing the previous school year to the present school year.

	Term 3 2006-2007	Term 3 2007-2008
Number of students who have Fs		
Sophomores	64	107
Juniors	78	153
Seniors	54	114
Total # of Students who have Fs	196	374
Total # Students	2293	2332
Percentage	9%	16%

A survey was also taken of all teachers regarding advisories and there effectiveness.

1. I meet with each student at least once a month regarding grades and attendance.
2. I hand out midterms and term end grades and go over grades, citizenship and attendance with each student.
3. I am willing and available to meet with parents at parent teacher conferences.
4. I am present with the class during advisory time.
5. I am on time to advisory class.
6. I do not provide treats, as per district policy.
7. I help distribute school information to students (e.g. tutorial trial information, voting ballots, advisory surveys, graduation info, etc.).
8. I ensure that students have activities to participate in that enhance the advisory mission statement as listed above.



DISCUSSION

The Davis High School Advisory mission statement is as follows...

- Advisories will provide every student with a caring adult and a positive peer group that will:
 - ☐ Help with academic decisions
 - ☐ Monitor academic achievement
 - ☐ Prepare for post secondary opportunities and careers

As a result of the implementation of advisories at Davis High School there is a larger population that feels that they belong to the high school, that there is a significant adult who cares about them and is tracking them toward graduation and beyond. Even though the data shows that the number and percentage of students with F's as at the end of 3rd term in the previous year were lower, it does not show the numbers of students retained in the school verses losing them to alternative programs.

As an example, in 2006-2007 I had only three kids at the end of the year that did not graduate with their class and walk. However, I had over 15 students in my section of the alphabet who withdrew from school and either attended alternative programs, took the GED or just dropped out of school. In 2007-2008 I retained most of these students. I lost only 4 students to alternative programs took the GED or dropped out of school. I believe that students are feeling more connected to the school and are willing and wanting to stay in school attempting graduation.

Teachers biggest reluctance to advisories is the lost of classroom time with their students. It is a relevant concern and needs to be investigated more fully to make a determination if the loss of classroom time is compensated in the time spent in advisories.

Much more needs to be done to increase the effectiveness of advisories but it is only in the third year of a five year plan of implementation. The goals and designs of the program are being met and are moving forward as Outlined in the plan. Davis High will continue to administer advisories changing the format and implementing new ways to increase its effectiveness with the student body. Proper training of advisors, giving them needed help and supplying them with essential tools will also add to the overall perception, attitude and acceptance of advisories.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: *Davis High School*

Target Group: *College bound students*

Target Group selection is based upon: *Numbers of students taking the ACT test annually.*

ABSTRACT

ACT Prep Class: Davis High School is traditionally a college prep oriented school and in anticipation of students continuing after high school an ACT prep class has been created to help students improve their scores and increase their chances of successfully entering their college of choice.

PROJECT DESCRIPTION

Introduction

- Literacy/Numeracy, Thinking/Reasoning
- Improve test taking skills, specifically on the ACT (American College Test).
- Enable more students to qualify for the college of their choice by increasing their chances for financial aid.

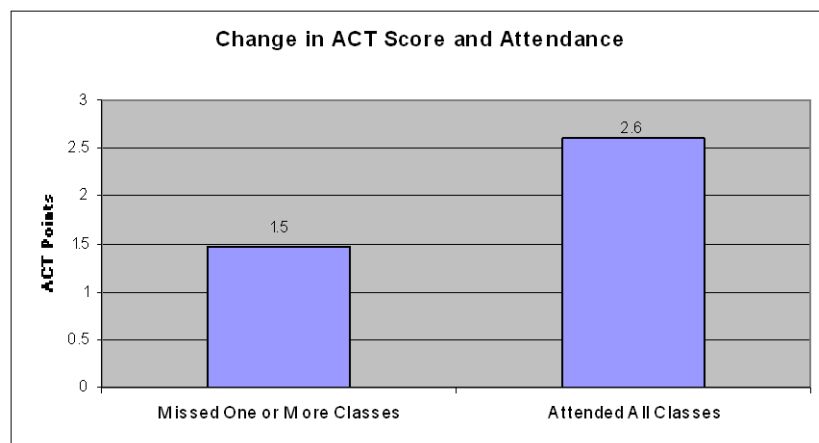
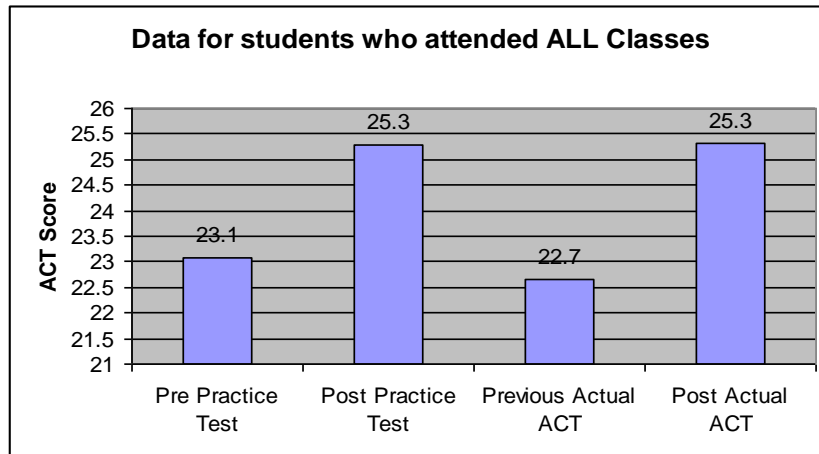
Participants Each class is capable of instructing 40 students and there will be 5 classes taught with the capability of servicing 200 students. Actual students serviced, 193.

Method

- The instructors employed in this project included Teachers from the following disciplines, Math, English and Science. Each is a highly qualified professional teacher on staff at Davis High School.
- An ACT Prep book was purchased for each student, "The Real ACT Prep Guide" produced by the ACT Corporation.
- A minimal fee of \$50.00 was charged each student, this compares to \$750.00 plus offered by other institutions, to cover material costs and instruction costs.
- Classes were taught starting six weeks prior to each ACT exam. Most on Saturday mornings and one on Wednesday evenings for a total of 5 classes.
- A pre and post test was administered in each class, in addition actual ACT test scores, pre and post, were collected.
- The data gathered was compared and test results calculated to determine the effectiveness of the program.

RESULTS

- 193 students participated in the ACT Prep classes.
- 40 students participated with all four statistical values gathered.
- 57 students attended all classes offered to them with an average increase from 22.666 to 25.314, a score increase of 2.611 points on the actual ACT test.
- 47 students attended all but one of the classes offered to them with an average increase from 21.409 to 24.058, a score increase of 1.474 points on the actual ACT test.
- 37 students missed two or more of the classes offered to them with an average increase from 21 to 23.218, a score increase of 1.615 points on the actual ACT test.
- The following charts and graphs illustrate these numbers:



DISCUSSION

As a result of the ACT prep classes offered at Davis High School a total of 193 students took the class and improved the scores from 22.297 to 24.295, an average raise of the score of 2.126. It was interesting to discover that those who participate in each class during a session increased the score by an average of 2.611 while those who missed a class or multiple classes dropped as low as 1.474 as an increase of their score on the actual ACT test. In isolated instances we had students increasing their scores from 30 to 34 and 28 to 33. These are tremendous increases and warrant out continuation of the ACT prep classes at Davis High School.

It is interesting to note that the average ACT score for Davis High students in 2005 was 23.3, in 2006 23.4 and in 2007, after instituting out ACT prep class was 23.6. We will not receive our 2008 test results until the fall of the year.

Other local high schools in our area are now instituting similar courses to offer their students the same opportunities for success in college entrance and in financial aid. 180 students out of 748 were offered academic scholarships at Davis High this past year representing over 1/4 of the graduating class of 2008 and a dollar value of \$2,920,000.00.



Electronic Data Reporting

Guidance Activities Results Report (Large Group)

School: Layton High School

Target Group: All Students, 10th – 12th grade

Target Group selection is based upon: All Students

Key Word: Small Learning Communities

ABSTRACT

We all want our students to graduate prepared for a future career. We want small-learning communities to assist in this. As we implement small-learning communities, it is difficult to measure its effectiveness. We decided to measure two aspects that we feel has been empowered through the organization of small-learning communities. The first is the creation of the five Legions and the career pathways in each legion that identifies the many classes offered at high school to prepare for a future career. This document identifying the Legions and career pathways can be found at <http://www.davis.k12.ut.us/schools/lhs/Course.html>. To measure this we will track the number of awards given. No conclusions can be made until we have more years of data. This year's seniors will create our baseline. The second is to track the number of students who accurately select a legion. To measure this we will track the number of students who change their Legion selection after a 2-week career unit. The results show that students do change their Legion after they are given interest inventory tests and access to information about the jobs they are interested. In the future, we will track the number of students who change their Legion selection during the SEOP. We will have more conclusions of the effectiveness when our current sophomores actually receive their Legion awards and we have that data to compare to this year's data.

PROJECT DESCRIPTION

Introduction

- Career exploration and individual planning to prepare for post-high school education were our CCG standards.

Participants

- All students, grades 10th – 12th, which totals 1486 were introduced to the Legions and the career pathways identified in the Legions. This was done during advisory, flyers home and assemblies.
- Only driver's education students, a total of 494 participated in the two-week career unit. Sophomores made up 97% of the group.

Method

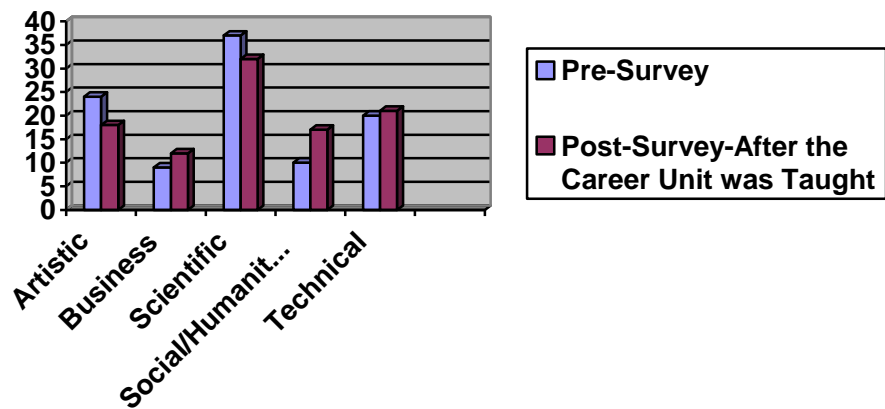
- This project began in August of 2007 and will continue through May 2011.
- We created small learning community (SLC) advisory groups (grouped randomly by grade) with appropriate career information.
- We discussed the career pathways/legions in every SEOP which is done individually in 10th and 11th grade. SEOP's are done in groups in 12th grade. This document can be found at <http://www.davis.k12.ut.us/schools/lhs/Course.html>.
- Curriculum included the use of Utah Mentor, Holland Codes, scholarship information, and Utah Council Handbooks.
- We used our SLC advisory class period to distribute information. We also used 12th grade English classes.
- The two-week career unit is taught during Driver's Education classes.
- We will track the number of seniors who earn a major, minor or emphasis Legion award in a specific pathway each year. Major awards are medallions given to students earning

6 credits in a specific pathway. Minor awards are keychains given to students earning 4 credits in a specific pathway. Emphasis awards are pins given to students earning 2 credits in a specific pathway. The seniors of 2008 will be our baseline data.

- We will track the number of legion changes that occur after the career unit.
- We will track the number of legion changes made during SEOP's starting next year.

RESULTS

Percentage of Students in each Legion



Number of Seniors Receiving Legion Awards Class of 2008 Baseline



These results are preliminary and will be more effective when we have collected three years of data. Preliminary results show that the two-week unit helped students fine tune their Legion and career decision.

DISCUSSION

We feel that providing a clear defined pathway to students and rewarding students with an award. Because we were able to expose each student to a career unit, they were better able to pick a legion they belonged in. We feel anecdotally, that the SEOP's are valuable in assisting students in finding their career pathway, and we plan on collecting data for next year to measure changes made in Legions during the SEOP. Since this is our first year, we gathered data to create a baseline. We did have some influence on this year's senior by helping them identify their area of interest. Out of 435 seniors, 240 received a Legion award. We feel all students benefited from having an organized pathway that showed them all of the classes that are offered in their Legion field.



Electronic Data

Closing the Gap Results Report (Small Group)

School: Layton High School

Target Group: All 510 Juniors

Target Group selection is based upon: Increasing Scholarships

Key Word: Post-High School Preparation

ABSTRACT

We wanted to improve communication of college deadlines and scholarship opportunities. We currently keep a website, visit seniors every month, and provide a monthly handout of opportunities. We feel students spend a lot of time on the internet, and we wanted to take advantage of that resource. We decided to focus on the juniors this year and teach a lesson that exposes them to opportunities the internet provides, specifically the school website, Utah Mentor, and act prep sites. After the lesson, accessing Utah Mentor and the desire to use the internet for ACT prep increased. Percentage of students accessing the school's website didn't increase.

PROJECT DESCRIPTION

Introduction

- Career exploration and individual planning to prepare for post-high school education were our CCG standards.
- We wanted more students taking advantage of internet resources to assist them in their post-high school preparation.

Participants

- We chose to target our junior class in hopes that preparation will help them for the onslaught of information that will come to them as seniors.
- We have 510 juniors.

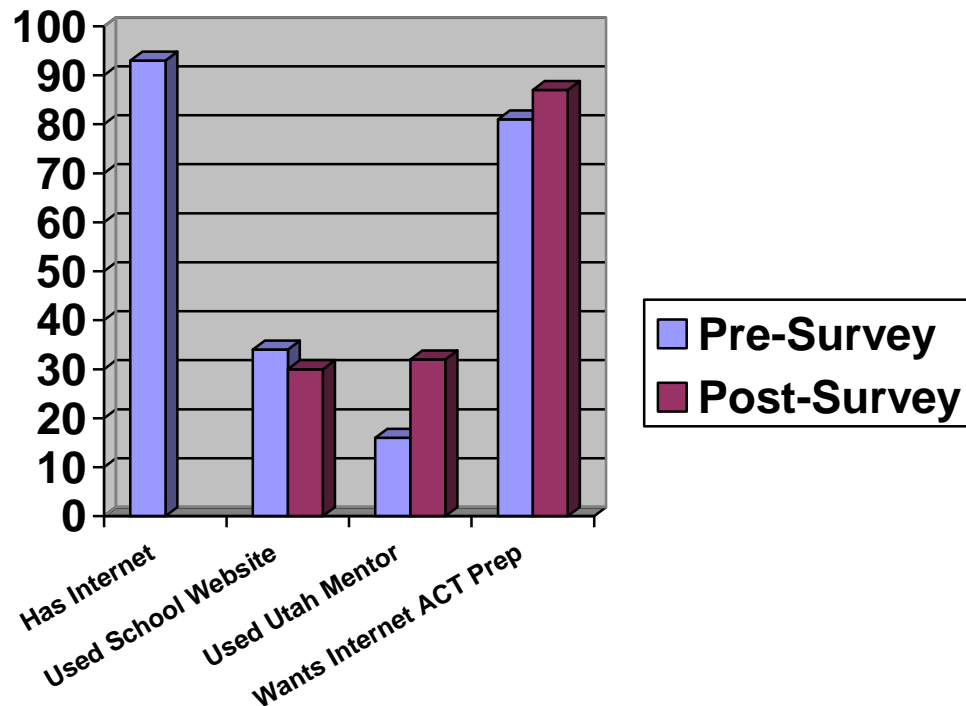
Method

- A pre-survey was given to the students to create a baseline number of juniors who currently visit the school's website, Utah Mentor, March2Success, and the number of students interested in internet sites for ACT prep.
- A counselor met with three junior advisory classes each Wednesday in the computer lab. It took eight weeks to reach all juniors.
- During the 30 minute lesson, a counselor explained the opportunities and provided students the time to explore the sites. A handout was provided that allowed them to take home the website addresses.
- A post-survey was given in May to measure the percentage of students who accessed the websites after the lesson was given.

RESULTS

The pre-survey showed that 93% of our juniors have access to the internet at home. The post-survey shows that accessing Utah Mentor and the desire to use the internet for ACT prep increased. Percentage of students accessing the school's website did not increase. (See chart on the following page.)

% of Students Using the Internet Help Sites



DISCUSSION

Announcements and flyers are one way to communicate important information, but they aren't always the most effective. Adding internet resources and training works because students use the internet. Exposing them to the helpful tools of the internet will assist in their preparation for post-high school. The true measurement of effectiveness will be next year when they will be seniors accessing the scholarship information shown them during the lesson. We will see if the scholarship money earned will be higher because they have been shown how to access the information.



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Mountain High School

Target Group: All New Students – 2007- 08 school year

Target Group selection is based upon: New Enrollment

Key Word: Orientation

ABSTRACT

This is the second year of an on-going effort to track and then retain every student who is referred to Mountain High School. We have an open-enrollment policy; new students are enrolling throughout the school year. They are strongly encouraged to take the orientation class which lasts one week. During this time, we can get to know them better and design a program that is based upon their needs. Students who complete orientation are much more likely to be successful at our school. This year, we have made a greater effort to get students to agree to sign up for orientation and then to make reminder calls, encouraging their attendance. Some students have employment or family commitments that make it difficult for them to attend orientation. We hoped that a greater emphasis on the importance of orientation and follow-up calls would increase the percentage of new students who complete orientation. Note: some students enroll at Mountain High who are not working for a high school diploma; they want to access programs at the Davis Applied Technology College (DATC) and are not expected to enroll in orientation.

PROJECT DESCRIPTION

Counselor tracks all incoming students. Registrar strongly encourages enrollment in the orientation class. Secretaries and counselor make follow-up calls to remind students to attend the orientation class.

Introduction

- Increase student success by starting with completion of the orientation class.

Participants

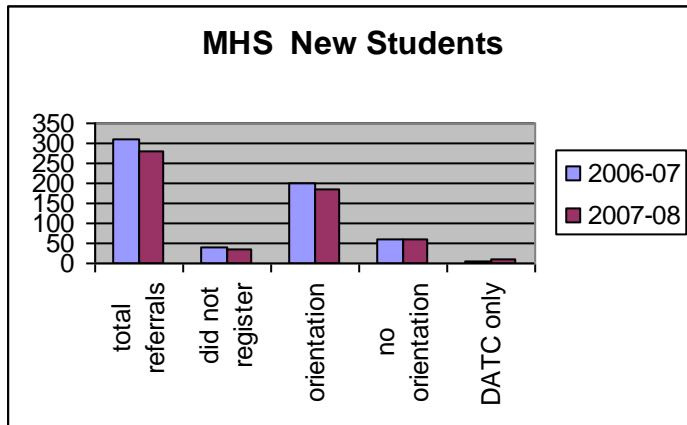
- All new students at Mountain High School – 282 referrals for the 2007-08 school year.

Method

- Each student tracked on a spreadsheet.
- Registrar strongly encourages new enrollees to attend orientation.
- Counselor and secretaries make reminder calls.

RESULTS

	<u>2006-07</u>	<u>2007-08</u>
Total referrals:	308	282
Did not register:	42	33
DATC only:	6	8
Independent study, no orientation:	59	58
Enrolled in orientation	199	184



DISCUSSION

This year, 12% of students for whom we received referrals did not register. This is down from 14% last year. The counselor called many of these students and found they had moved, been incarcerated, or decided to stay at their present high school or could not be contacted. Of the students who did register, 74%, or 184 enrolled in orientation. This is substantially the same as last year. 58 students went directed to independent study programs; 8 students enrolled at DATC only. We learned that if we want more students to enroll in the orientation class, we will have to require it as a condition of enrollment because mere encouragement and reminders did not increase the number of students in orientation.

Principal's Signature

Date

Prepared by Katherine H. Johnson, Counselor

Date



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: Mountain High School

Target Group: Students at high risk for dropping out

Target Group selection is based upon: recommendation of Orientation Class Teacher and Counselor

Key Word: Reconnecting Youth

ABSTRACT

Mountain High School is the alternative high school in Davis District. Many students come with a long history of truancy and poor school attendance. Dropping out again from the “last chance” school is particularly damaging to students at the end of their high school years. Students who were particularly at-risk for truancy and dropping out were identified by the counselor and the orientation teacher after a week of orientation and were enrolled in a Reconnecting Youth class. Our goal was for students to remain enrolled in school during the entire year and to make progress toward graduation. We felt the curriculum would be helpful to students, but more effective would be the individual relationship with a caring, enthusiastic teacher.

PROJECT DESCRIPTION

Students at high risk for dropping out were enrolled in a semester-long class using the Reconnecting Youth curriculum (see www.reconnectingyouth.com.) The teacher was diligent in establishing a warm relationship with each student.

Introduction

- To encourage students to stay enrolled in school; to improve their school success.

Participants

- First Semester – 11th graders: **5** , 12th graders: **6** Total: **11** students
- Second Semester - 10th graders: **3**, 11th graders: **10**, 12th graders: **7** Total: **20** students
-

Method

- **“Reconnecting Youth (RY)** is a science-based prevention program designed as a semester-long class for at risk high-school youth. RY participants benefit by increasing school achievement, mood management and drug use control. It is a SAMHSA 'Model' program and rated as a 'Promising' suicide prevention approach by the Suicide Prevention Resource Center.”

RESULTS

The first semester group had the following results:

11th graders: (5)

1 student transferred to Bountiful 3-6 program

4 students are still enrolled at Mountain High

12th graders: (6)

6 students are scheduled to graduate in June

The second semester group had the following results:

10 graders: (3)

2 students are still enrolled

1 student dropped out (family was evicted and student moved)

11th graders: (10)

1 student was incarcerated

1 student became pregnant and dropped out

8 students are still enrolled

12th graders: (7)

5 students are scheduled to graduate in June

2 students transferred to adult education

DISCUSSION

The Reconnecting Youth class was successful in retaining students. The graduation rate for the seniors in RY was 85% compared to the 42% of the senior class as a whole. Of the 31 students who participated in the class, only 2 would be considered drop-outs. We plan to continue this class in the future.

Principal's Signature

Date

prepared by Katherine H. Johnson, Counselor

Date

Utah Comprehensive Counseling and Guidance Closing the Gap Results Report (Large Group) 2007-2008

School: Northridge High School

Target Group: All students and parents seeking scholarship information

Target Group selection is based upon: Feedback from parents and students at SEOP conferences expressing a desire to learn about scholarship information

ABSTRACT

Financial aid and scholarships play an important role in determining a student's ability to attend post-high school education/training. A concentrated effort to inform Northridge High School students and parents about scholarships and financial aid would allow them to have a broader base to choose future career pathways.

PROJECT DESCRIPTION

Introduction

During Student Educational Occupation Plan meetings with parents and students at all grade levels a desire to get more information about scholarships and financial aid was expressed. Many parents and students were unaware that money was available to a wide variety of students, not just students who carry a 4.0 GPA. Some parents thought that all scholarships were awarded without application. It was determined by the Northridge High School counselors that more information needed to be disseminated to the patrons of NHS on scholarships and financial aid.

Participants

All parents, students, and faculty of Northridge High School

Methods

- Daily student announcements
- Scholarship announcement board in Student Services
- Scholarship room updated
- Parent Teacher conference scholarship workshops
- Parent Teacher Utah Mentor FAFSA /Financial Aid workshops
- Knightline lunch workshop for parents and students
- Emails to parents with scholarship updates
- New Website with current scholarship updates
- Information given during group SEOP's
- Counselor Corner in school newsletter
- Lunchtime information table
- Individual student counseling
- Senior English teachers classroom presentations
- College Tour
- MajorFest (Weber State University)-bussed senior students to Weber State University
- Aggie Scholarship Night – Davis Conference Center

RESULTS

Over \$2.6 million was awarded to 226 students in scholarship money by May 30, 2008. This compares to \$1,497,622.60 awarded in 2006 to 185 students. One student had a military appointment for \$100,000 which was included in the aforementioned amount.

DISCUSSION

Parents and students are becoming more aware of the opportunities for scholarship monies and financial aid, but are often confused by the process. As parents become more informed and involved, they realize how easy it is to apply and that a constant, consistent approach needs to be followed. Involving parents helped to get students to see the relationship between scholarships and money for college.

Plans for next year include involving advisory teachers and working with students on a smaller scale, i.e. during advisory class periods.

Utah Comprehensive Counseling and Guidance Closing the Gap Results Report (Small Group) 2007-2008

School: Northridge High School

Target Group: AVID

Target Group selection is based upon: New program started at Northridge this year

ABSTRACT

What AVID is...

- *AVID is an acronym that stands for Advancement Via Individual Determination.*
- *AVID is an in-school academic support program for grades 4-12 that prepares students for college eligibility and success.*
- *AVID places academically average students in advanced classes.*
- *AVID levels the playing field for minority, rural, low-income and other students without a college-going tradition in their families.*
- *AVID is for all students, but it targets those in the academic middle.*
- *AVID is implemented school wide.*

What AVID isn't...

- *AVID isn't a remedial program.*
- *AVID isn't a free ride.*
- *AVID isn't a niche program.*
- *AVID isn't a college outreach program.*

PROJECT DESCRIPTION

Introduction (the Why)

- This program was implemented to encourage potential student to attend and complete a college education.
- 1999-2006 only 28-44% of Northridge High School students enrolled in a postsecondary institution.

Participants (the Who)

- 20, 10th graders. Ended with 9. Pilot year.
- 10th graders 2.5-3.5
- Diverse students
- First Generation College bound.
- Disadvantaged (single parent, low income)

Methods (the What, When & Where & How)

- Potential students w/ GPA are ranging from a 2.5-3.5 where invited to fill out an application and interview.
- Teachers were training at a Summer Institute. Teachers trained were in the content areas of English/Math/Science/Social Studies
- Project started Aug. 2007-June 2008.
- 1 counselor (Ashton) met individually with each student & did a 3 year plan.

RESULTS

What was learned?

We changed the selection process. We will add students in the program when see fit even if in 11th grade.

We will serve each student better if each student stays with their “by alphabet” counselor.

Withdraw process needs to be in place. Signed contract committing each student for at least one year.

Involve Jr. Highs with the selection process

Ms. Corey Vigil & Mrs. Cajsa Taylor presented the AVID program to our feeder Jr. Highs. This was done in the attempt to involve our feeder Jr. Highs in the selection process.

DISCUSSION

What are we doing to do next year?

2008-2009 school year:

AVID will consist of 10th & 11th graders.

Refining alphabet:

All counselors will have their own AVID students.

Adding a student to the program:

We can add an 11th grade student if AVID is a good fit for the student.

Selection of students

Application and interview process - The selection of students to be interviewed will not only consist of GPA, but will also include: Cultural background. Parent’s education level & Disadvantaged i.e. single parent, low income.



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School:

Target Group:

Target Group selection is based upon:

Key Word:

ABSTRACT

During an in-service training on *Comprehensive Guidance*, a pre-test, presentation, and post-test was given to the faculty members in order for them to gain an insight as to what counselors do and to gain a perspective that *Comprehensive Guidance* includes the entire school, including the faculty.

PROJECT DESCRIPTION

In February, we implemented an in-service training on *Comprehensive Guidance* curriculum for the faculty at Syracuse High School.

Introduction

- As a counseling department, we wanted to share what our role is here at school and see what we can do to improve that knowledge.

Participants

- Faculty Members
- Administration

Method

- Before starting the in-service, we handed out a pre-test to approximately forty-two faculty members. The pre-test was made up of eight questions total.
- Using a power point presentation, we covered our material using a quick guide to *Comprehensive Guidance*.
- Topics covered, included additional services with our CTE faculty members;
- Fact or Fiction section about what is expected of a counselor;
- *Comprehensive Guidance* Standards and what the mission of this program is;
- Distribution of counselor time, 2007-2008 Calendar, Academic and Career Guidance;
- Credit evaluations, Research Statistics, Counseling Goals, Teacher's Role in CGCP, and showing that *Comprehensive Guidance* is a school-wide effort. After the presentation, we handed out a post-test of eight questions to fifty faculty members.

RESULTS

The pre-test results indicated that sixteen faculty members received four out of eight questions right. This was the highest average for the pre-test.

The post-test results indicated that thirty faculty members received eight out of eight questions right.

DISCUSSION

Ultimately, this was a positive experience for everyone involved and indicated that having a presentation raised the awareness and knowledge about the *Comprehensive Guidance Curriculum Program* for all involved. In the future, we would like to repeat this in-service training when we are able to get more faculty members involved. Many of the faculty members expressed appreciation for the in-service training on the guidance curriculum.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School:

Target Group:

Target Group selection is based upon:

Key Word:

ABSTRACT

In February we started a small group project where we began to track 20 students and meet one on one with them at least once a week.

PROJECT DESCRIPTION

We concentrated only on the students who turned in parent permission slips and said they would like some help. When we met, our sole concentration was on attendance and grade improvement.

Introduction

- As a counseling department we wanted to approach the problem of attendance and low grades to try and motivate as well as assist the students.

Participants

- Three counseling interns
- Counseling department

Method

- The project lasted for eight weeks.
- At the end of the eight weeks we compared the grades and attendance from when we started to when we finished.
- We also had each student take a survey to get a better idea on how they felt about the project.
- Our survey consisted of three questions that related to attendance and grades, and we had also had a number rating to gauge improvement.

RESULTS

Results from the survey were as follows:

On a scale from 1-5 (1 being not at all and 5 being extremely helpful)

Questions:

1. *How has meeting with someone each week helped you in decreasing the days you are absent?* **The combined average answer was 3.895**
2. *How has meeting with someone each week helped you in increasing your grades?* **The combined average answer was 3.937**
3. *How has meeting with someone each week helped you in increasing your citizenship?* **The combined average answer was 3.375**

Note: *When asked about what the students felt they gained from this experience the answers consisted of:*

Support, confidence, getting back on track, better grades, motivation, determination, turned in homework more, increased attendance, better citizenship, awareness, and knowing someone cared.

With this information we went back to attendance and grades to pull our statistics.

GRADES:

We found that many of our students had an increase in their GPA from 2nd term to 3rd term. We did take into account that it was a change in semester courses and this might skew the statistics. We therefore went back in and just looked at the core class grades from 2nd to 3rd term. We had 13 of 20 students improved in at least one core class grade from 2nd to 3rd term, 3 received lower grades, and 4 stayed the same.

ATTENDANCE:

Our students had a decrease in their absences. We tracked this information from the start of 3rd term to 3rd term midterm, and then from 3rd term midterm to the end of term. We chose this time period because we started the intervention close to midterms. We did note that this was also during the winter months and know that sickness was an issue for some of our students. We did find that though our absences decreased our tardies increased for almost all our students. We hope it is because they are at least trying to go to class.

DISCUSSION

This was positive as well as a great learning experience for both the interns and the counseling department. We will continue to watch to see if tracking from the beginning of a term instead of coming in at midterm will have more positive effect on grades and attendance. We will also evaluate how our students are doing at midterm next Monday. We hope to see if this intervention is effective.

Woods Cross High School**Davis School District**

Utah CCGP – Guidance Activities Results Report (Large Group) 2007-2008

Target: The Junior Class

Target Group selection is based upon: A group not graduating and participating in advisory, WXHS SIP goal to increase the number of students who feel connected to the school, and the CCGP goal to develop interpersonal skills.

ABSTRACT

This study measures a pre-test/post-test survey for 307 juniors at Woods Cross High School. The project was initiated to address the increased number of reports of cyberbullying and the recent publicity of misuse of cell phones. The survey assessed the students' ownership of cell phones and their knowledge about the cyberbullying by exploring the definition, level of participation, how to deal with the problem, and the legal and emotional consequences. Participants were tested prior to a twenty minute power point presentation and brief discussion. A post-test was administered to determine if the students' knowledge level had changed. Questions pertaining to legal consequences and procedures for reporting harassing messages showed increased knowledge after the intervention.

PROJECT DESCRIPTION**Introduction**

- The purpose of this project was to increase the junior students' knowledge about the definition of harassing and mean text messages and the legal and emotional consequences of sending or receiving such messages. This project was in response to a number of reports from parents and students affected by cyberbullying and the recent developments of youth involved in such practices as portrayed in the media. Prior to viewing a power point presentation all of the juniors completed a pre-test. The twenty-five minute power point and brief processing discussion were delivered during an Advisory period on April 22nd. Two weeks later in the subsequent advisory period, a post-test was administered to the juniors.
- The Utah CCGP Student Outcome for this project was based upon the Personal and Social Development standard and the standard for students to develop the resiliency skills necessary for safety and survival. The desired outcomes were to develop interpersonal skills and skills for emotional safety and self-advocacy.

Participants

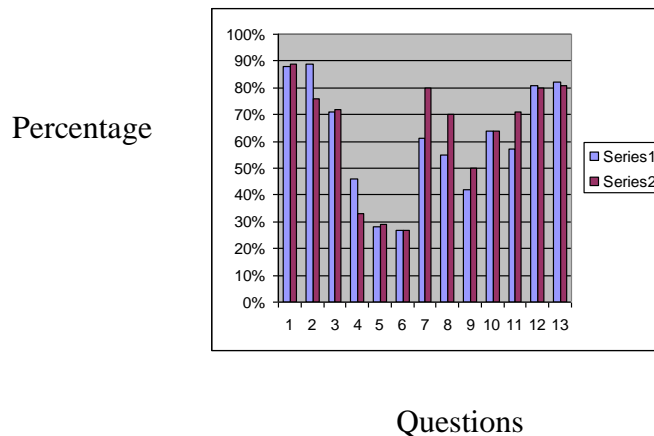
- The pre-test was completed by 307 juniors during the initial advisory period. The post-test was administered two weeks later during the subsequent advisory period. Because not all teachers chose to participate, this sampling population included 107 juniors.
- The target population was the junior class at Woods Cross High School.

Method

- Power point presentation delivered to all juniors in the auditorium.
- Counselor led brief processing discussion with all juniors in the auditorium.
- Instructor led discussion with groups of 20 during subsequent advisory.
- Evaluated through pre-test and post-test survey (see attached copy).
- Note: The sampling populations between the pre-test and the post-test varied.

RESULTS

The results demonstrated an increased knowledge on Questions 7, 8, and 11. Question 7 addressed the issue of knowing what to do if you received a mean or harassing text message, cell phone call, or email. The percentage change was 19%. Questions 8 and 11 dealt with the legal consequences of sending such messages. The percentage changes were 15% and 14% respectively. The results are shown in the table below:



DISCUSSION

The evidence suggests that providing similar instruction with other grades is worthwhile. The numbers in the statistics below indicate pre and post-test results, with the number on the right recording the post-test percentages. All of the questions were answered with yes or no.

	PRE	POST
1. Do you own a cell phone?	88%	89%
2. Can you define harassment?	89%	76%
6. Do you consider a mean or insulting text message, cell phone call, or email message harassment?	71%	72%
4. Have you ever been a victim of cyberbullying?	46%	33%
7. Have you ever been a cyber bully?	28%	29%
8. Have you ever sent an anonymous mean or harassing text message?	27%	27%
9. Do you know what to do if you receive a mean or insulting text message, cell phone call or insulting message?	61%	80%
8. Do you know the legal consequences of harassing others?	55%	70%
9. Do your parents monitor your cell phone and/or internet use?	42%	50%
10. Do you know that indirect harassment is sending messages to others about the victim and the victim's name?	64%	64%

	PRE	POST
11. Do you know that you can be arrested for sending mean text messages?	57%	71%
12. Do you know that repeatedly sending messages that include threats of harm are highly intimidating is illegal?	81%	80%
13. Do you know that if you contact a person after they have asked you stop, you are guilty of harassment?	82%	81%

Woods Cross High School**Davis School District**

Utah CCGP – Guidance Activities Results Report (Small Group) 2007-2008

Target: Junior and Senior students who failed the UBSCT writing subtest.

Target Group selection is based upon: Juniors and seniors who did not pass the UBSCT writing subtest. More students failed the writing subtest than the math or reading subtests. Therefore, focus was placed on assisting students to pass this test through remediation.

ABSTRACT

This study identified the juniors and seniors who had not passed the UBSCT writing subtest as of October 2007. Forty-one students were identified and notified by mail and a personal invitation about the remediation. Two periods of instruction were held the week prior to the makeup test. Thirteen students completed the instruction. Twelve of these students passed. Twenty-eight students chose not to participate in the remediation and all twenty-eight failed the test. The remediation was offered again in February to the thirty juniors and seniors who had not passed. None took advantage of the remediation, but five still passed the test. Results portray a high success rate of passing the test when students attend the remediation.

PROJECT DESCRIPTION**Introduction**

- The purpose of this project was to increase the percentage of students passing the UBSCT writing subtest through providing remediation. The study identified forty-one juniors and seniors who had not passed the writing test as of October of 2007 and invite them to attend two remediation classes for two hours each. The practice booklet provided by the Utah State Office of Education and teacher instruction comprised the curriculum. Students were given guidelines for writing an essay and practiced writing essays as a group and individually. Other topics such as grammar and punctuation were covered. Of the thirteen students who attended the remediation, twelve passed the makeup test.
- The Utah CCGP Student Outcome for this project was based upon the Academic Learning Development standard with the desire for students to acquire attitudes, knowledge, and skills that contribute to effective learning and the desire for students to understand the relationship of school experiences and academic achievement to the world of work, home, and community. The desired outcomes were to acquire skills for maximizing learning, achieve school success, and relate school success to life experiences.

Participants

- The remediation class was attended by thirteen juniors and seniors. Forty-one students were invited to attend. Of those completing the remediation, twelve passed the makeup UBSCT writing subtest.
- The target population was the juniors and seniors who did not pass the UBSCT writing subtest as of October 2007.

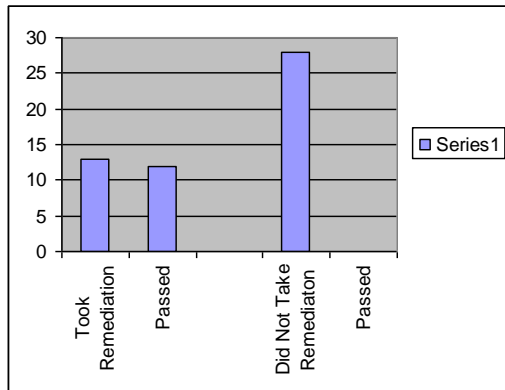
Method

- Identify all juniors and seniors who did not pass the UBSCT writing subtest as of October 2007.
- Invite all juniors and seniors who did not pass the UBSCT writing subtest to attend a remediation class. Letters were mailed home and personal invitations delivered to each student.
- The remediation class was held for two sessions for two hours each the week prior to the makeup test.
- The instructor covered grammar and punctuation as well as writing successful essays. The students practiced writing essays as a group and as individuals.
- The results of the makeup test were analyzed. The scores of those taking remediation were compared with the scores of those not taking remediation.

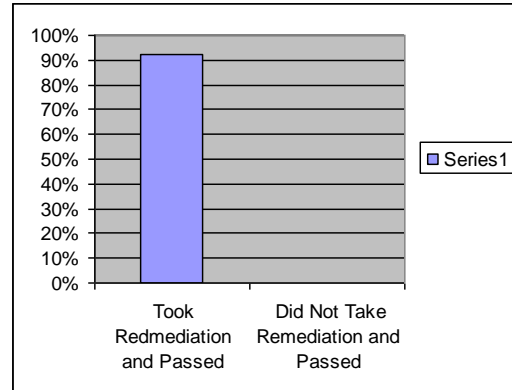
RESULTS

The results demonstrated that students who took the remediation had a higher success rate in passing the UBSCT writing subtest than those who did not take the remediation course. To test the theory, data was analyzed from February of 2008. Thirty students did not pass the UBSCT writing subtest. Though the group was invited to attend the remediation, none chose to do so. Of those thirty students, five passed the test. For comparison, the percentage of students passing the test was still higher for those who took the remediation than for those who did not take advantage of remediation.

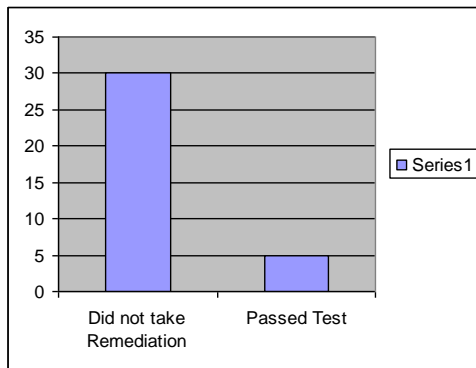
The data is shown in the tables below.



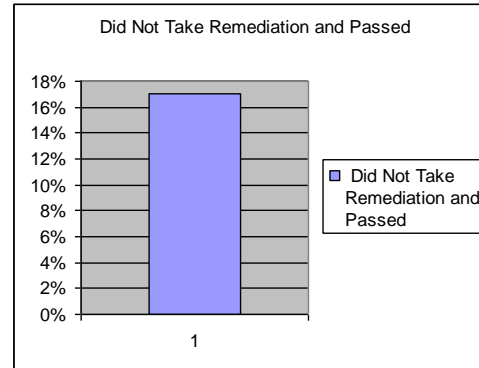
October 2007



October 2007



February 2008



February 2008

DISCUSSION

The evidence suggests that providing remediation instruction increases the success rate of passing the UBSCT writing subtest. Based on the evidence, the counseling department will continue to offer the class. To encourage a higher participation, the students will receive a phone call a couple of days prior to the class. Mailings and personal invitations will continue to be given.

Further, remediation classes for math and reading will be offered. Data for this intervention will also be collected. The counseling department will continue to explore ways to improve and revise the remediation curriculum.